



## **THE CORRELATION BETWEEN SOPHOMORES' AUTONOMOUS LEARNING OF WRITING AND THEIR WRITING ABILITY**

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### **ABSTRACT**

Being autonomous in language learning is essentially necessary, particularly for EFL students having willingness to enhance their ability in scope of writing, and this issue had researcher intended to regard as research subject, and more to find out and examine its correlation in term of research variables as well. To this end, the selected samples were made to fill a five-point scale questionnaire purposed to discover their autonomous learning of writing, and to take narrative writing test. The correlations were examined through Pearson product-moment correlation coefficient ( $r$ ) with no exception to also determine the strength of its correlation. Moreover, coefficient of determination was computed to see the extent to which sophomores' autonomous learning of writing contributes their writing ability. Thus, this research applied a quantitative method design. Pearson  $r$  demonstrates that there is a strong significant correlation between sophomores' autonomous learning of writing and their writing ability ( $r$  value  $> r$  table,  $0.769 > 5\%$ ). The coefficient of determination also reveals that sophomores' autonomous learning of writing has affective contribution to their writing ability at 59%. Based on the findings, some recommendations have been made.

Keywords: Correlation, Autonomous Learning, Writing Ability, Narrative Text.

### **1. Introduction**

Senior High School 5 is one of public school located in Pekanbaru, Riau. This school had over 1202 students by the time the research conducted, 30 classes, 81 teachers including 7 English teachers, and 402 sophomores. The Second Year has 2 programs; Social and Science provided. English composition in general and learning English writing in particular

are compulsorily managed in Standard Based Curriculum known as KTSP.

The main objective of devoting students to learning English writing is to help them to be able to write well-structured based on social context. Moreover, as English novice learners, the sophomores were arduous to especially learn English writing in fulfilling the objectives due to the insufficient knowledge and lack of

capacities to develop their writing competency.

Moreover, many learners seem unfortunately not to understand the important of practice when it comes to learning the skills required for study, (Najeeb, 2012:1240). This has to be changed, or it leads into their mind assuming that to write in English is to direct them into difficulty which students are hard to accept. Nevertheless, it is not meant to be improbable to be able to procure this language component.

A wide body of research literature and a conducted study related to the topic have confirmed that students' language performance in general and writing skills in particular will be improved when they take on more responsibility for the own learning, (Ayele, 2014:56). And according to Dion (2011:64), an independent or autonomous student-writer gains efficiency and organizational skills, becoming more agentic at taking responsibility to become a competent (independent) writer. Therefore, having autonomy means molding behavior and attitude of autonomous in learning English writing will have been striven in order to enhance ability in writing.

To this view, a sophomore having autonomy is the one having high ability in writing. English educators will endeavor to aid students evolved the autonomy in learning of writing and writing ability. As far as the researcher' knowledge is concerned, in order to verify, this research of study is intended to examine and figure out the correlation between sophomores' autonomous learning of writing and their writing ability precisely at State Senior High School 5 Pekanbaru.

Significantly, it is expected that the findings of this research have the following importance. In the first and

foremost, it adds valuable input to our knowledge either as readers, researchers or educators that there is a strong significant correlation between autonomous learning of writing in connection with writing ability. In addition, the result of research serve as evidence that understanding, promoting, examining and having autonomy in learning English writing is essentially necessary to be executed. Therefore, it is a need to continue similar study or it could possibly be making an attempt on other English competencies; speaking, listening and reading, or grammar and vocabulary.

## 2. Review of Related Literature

Autonomous learning is learners' power of being responsible and accountable to take control, to take in charge, to make right decisions, to get involved, to have good judge and to act correctly towards their own learning. "An independent or autonomous student-writer gains efficiency and organizational skills, becoming more agentic at taking responsibility to become a competent (independent) writer" (Chantal Dion, 2011:64). In addition to Ayele (2014:56) stated that "students' language performance in general and writing skill in particular will be improved when they take more responsibility for their own learning (cited in Bloom, 2008; Hoskins and Fredriksson, 2008; Ze-Sheng, 2008; Chamot, et al., 2007; Pinkman, 2005; Wenden, 1991; Holec, 198).

Meanwhile, Writing is a means of recording and reformulating knowledge and developing ideas. It may also be a means of personal discovery, of creating, and of self-expression (Bagheri and Aeen, 2011:2). Writing is essential features of learning a language because it provides a very good means

of foxing the vocabulary, spelling, and sentence pattern (Patel, Praveen and Jain, 2008:125). Precisely, writing as ability is a basic language skill for students who need to know how to write, (Harmer, 2001:79).

Writing is ability which represents what it should be probably said in spoken. Apparently, to write is not as straightforward as to say. It requires some aspects to know at the very first time and another equal important is writing has its process demanding the writers; novice or not, to keep of its procedures on how to write. Since, writing is flexible learning that the writers need to adapt with.

In conclusion, autonomous learning of writing means students which make them study correctly and responsibly towards their learning in order to enhance their writing ability become more fluent.

### 3. Research Methodology

The researcher chose sophomores of State Senior High School 5 Pekanbaru whom were in Social and Science program. In fact, the researcher coped with school administrative approval regulations which the school principle only allowed the researcher to take few classes to obtain the representative data or sample, on that ground, the researcher used one of non-probability sampling; namely convenience sampling. Thus, Science 6 class of 15 volunteered and Social 1 class of 15 volunteered equally 30 students were becoming the participants in this research. Moreover, the participants, firstly, were made to fill in a five-point scale questionnaire intended to discover their autonomy in learning writing, a customized and adopted questionnaire based on The nine factors of learner autonomy in writing from

Yeung, M. (2016). Cronbach's alpha on SPSS 16.0, was chosen because the questionnaire has a five-point scale, were computed to examine validity and reliability of each item statements of the questionnaire. The computation showed that 30 item statements were valid and it was reliable at 0.921. Lastly, the participants were also instructed to take a narrative writing test which was prepared and chosen by researcher as research limitation based on school subject syllabus of second year. The test was intended to measure the samples' ability in writing. To validate the test, construct and content validity were used. And inter-rater assessment was also applied and invited from two of qualified lecturers in his major; Department of English Education. Based on Cronbach's alpha on SPSS 16.0, the test was reliable at 0.874. Careful attempts were made to make the environment conducive to fill in the questionnaire and answer the test.

Since this research was intended to be examined the correlation between sophomores' autonomous learning of writing and their writing ability. And, normality showed that the data of both variables are normally distributed. Therefore, pearson r correlation coefficient was computed on SPSS 16.00 to examine the correlation between sophomores' autonomous learning of writing and their writing ability. To determine the strength of correlation, the degree of coefficient correlation used. Furthermore, coefficient of determination was also computed and applied to examine the extent to which the participants' autonomous learning of writing affectively contributes their writing ability.

#### 4. Major findings and Discussion

The correlation coefficient value ( $r$ ) has been already achieved resulting 0.769. Yet,  $r$  table is 5% (0.05). Then, it can be stated that  $r$  value is higher than  $r$  table (0.05) or  $0.769 > 0.05$ , the alternative hypothesis ( $H_a$ ) is accepted and shows that a significant correlation is had between variable X and variable Y. And the significant level of this coefficient correlation is *strong*. The coefficient of determination conducted shows that the participants' autonomous learning of writing contributes their ability in writing at 0.591%.

Based on analysis above, the hypotheses  $H_0$  has been rejected, *meanwhile*,  $H_a$  has been accepted. In conclusion, "There is a strong significant correlation and an affective contribution between sophomores' autonomous learning of writing and their writing ability at State Senior High School 5 Pekanbaru". That is, a sophomore having autonomy in learning writing is the one achieving high ability in writing.

In term of senior high school that had been never investigated in any previous research, yet this research has been proved by a clear data as evidence that students in senior high school who have autonomy in learning English writing are the ones achieving high ability in writing and vice versa.

Grounded on research finding, in addition to discussion, understanding and examining sophomores' effectually of autonomous learning of writing is essentially necessary to be executed also in school towards students' English writing competency in order to objectively promote autonomous learning of writing to students in term of creating a better quality in their learning English writing. Furthermore, the researcher has evidence and

believes, based on the strong significance and affective determination of results, students will have endeavored to build and increase autonomy in learning writing with the view of upgrading and enhancing their capacity as a language learner to especially at learning English writing.

#### 5. Conclusions

Based on findings, a sophomore having autonomy in learning writing is the one achieving high ability in writing and autonomy of students in learning writing contributes writing ability. Clearly, students taking responsibility over study particularly their repetitive writing practices will make their writing ability higher and more fluent.

#### 6. Recommendations

Some recommendations have been made based; for the teacher, grounded on research finding, understanding and examining students' autonomy in learning writing is essentially necessary to be executed towards students' English writing competency in order to objectively promote autonomous learning of writing to students in term of creating a better quality in their learning English writing; for the students, being autonomous in learning writing process determines how they shape their ability. Hence, it is necessary for students to start building their autonomy both learning in school or real life since autonomy is a way for students to encounter life issues as well; and for the future researchers, this issue of autonomous learning has small numbers of research available in Indonesia context of school and education literacy. Therefore, it is a need to be added and broaden widely. Similar study may be conducted, and it could possibly be making an attempt on other English competencies; speaking,

listening and reading, and other level of school for example junior high school.

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